

Pedagogical maintenance of future teachers' practice-oriented training

Grigorevna M.

Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

In modern world momentous events took place in the field of education due to the general processes of globalization and democratization. The European Higher Education Open Space was created. Through understanding of shared values and belonging to a common social and cultural space "A Europe of Knowledge" became not only an irreplaceable factor for social and human development, but a necessary component to consolidate and enrich the European citizenship. At the same time, education in Russia is also going through a difficult period of reassessment of social, moral and cultural values, and defines a new vector of the theoretical and practical orientation of the future teacher's training. The refusal of knowledge-paradigm is taking place; this paradigm was lying for many years at the heart of the Russian fundamental education and was unable to solve the problem of the separating knowledge from skills to apply them. The current social situation has caused an acute shortage of qualified practice-oriented staff experienced by the real economy in spite of the large number of specialists with higher education. One of the causes resulting in the crisis of the traditional paradigm is the rapid information obsolescence which led to a change in a key orientation of education: From "teacher's translating the required stock of knowledge to the students" to "education throughout life" (lifelong learning). In addition, the labor market was in need for not the knowledge as such, but the specialist's ability to acquire and put it into practice by performing certain professional and social functions. That is why in today's society there is a need for teachers of the new sociocultural type, capable of ensuring the training of professionals of another level (practitioners rather than theorists). The innovative style of the scientific and pedagogical thinking, the willingness to take creative solutions and create new values, the individual style of pedagogical activity, capacity for reflection, the need for continuous self-education and commitment thereto must be integral features of the modern teacher. According to the provisions of the Federal National Educational Standards of basic general education, the transition from subject-based learning to learning implementing a system-activity approach involving the training of students for professional and social life is required. In this regard, one of the important issues of the would-be teacher training in Russia is the lack of their practical preparation for professional activities. The article describes the experience of Elabuga Institute of Kazan (Volga) Federal University on the implementation of the model for updating the content of pedagogical cycle disciplines, and enhancing their practical orientation. The author, one of the developers of the content module "Disciplines of professional cycle of basic educational program: Design and implementation of educational processes", presented the experience of its approbation.

Keywords

Pedagogical practice, Practice-oriented training, Professional standards for teachers, Teacher competencies, Teacher labor activities, Teacher labor functions